

WELLFORD ELEMENTARY

684-Syphrit Rd.
Wellford, South Carolina 29385

GRADES	PK-3 Elementary School	
ENROLLMENT	498 Students	
PRINCIPAL	Greg Wood	864-949-2385
SUPERINTENDENT	Scott Turner	864-949-2350
BOARD CHAIR	Bo Corne	864-949-0860

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	61	24	1	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Below Average	Yes
2004	Good	Below Average	Yes

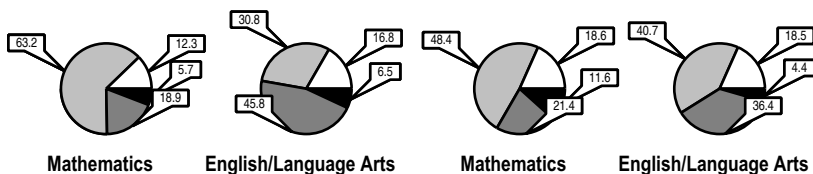
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

N/A

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	121	100.0	16.0	31.1	46.2	6.6	63.2	Yes	Yes
Gender									
Male	58	100.0	26.5	32.7	34.7	6.1	49.0		
Female	63	100.0	7.0	29.8	56.1	7.0	75.4		
Racial/Ethnic Group									
White	82	100.0	15.5	25.4	50.7	8.5	67.6	Yes	Yes
African-American	32	100.0	20.7	37.9	37.9	3.4	51.7	I/S	I/S
Asian/Pacific Islanders	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	99	100.0	3.5	33.7	54.7	8.1	75.6		
Disabled	22	100.0	70.0	20.0	10.0	0.0	10.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	121	100.0	16.0	31.1	46.2	6.6	63.2		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	115	100.0	16.8	30.7	46.5	5.9	62.4		
Socio-Economic Status									
Subsidized meals	63	100.0	22.6	41.5	35.8	0.0	49.1	Yes	Yes
Full-pay meals	58	100.0	9.4	20.8	56.6	13.2	77.4		

Mathematics - State Performance Objective = 15.5%									
All Students	121	100.0	12.3	63.2	18.9	5.7	46.2	Yes	Yes
Gender									
Male	58	100.0	12.2	63.3	16.3	8.2	42.9		
Female	63	100.0	12.3	63.2	21.1	3.5	49.1		
Racial/Ethnic Group									
White	82	100.0	11.3	54.9	25.4	8.5	54.9	Yes	Yes
African-American	32	100.0	17.2	75.9	6.9	0.0	27.6	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	99	100.0	5.8	64.0	23.3	7.0	53.5		
Disabled	22	100.0	40.0	60.0	0.0	0.0	15.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	121	100.0	12.3	63.2	18.9	5.7	46.2		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	115	100.0	12.9	61.4	19.8	5.9	45.5		
Socio-Economic Status									
Subsidized meals	63	100.0	13.2	75.5	11.3	0.0	35.8	Yes	Yes
Full-pay meals	58	100.0	11.3	50.9	26.4	11.3	56.6		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	137	100.0	18.4	36.0	44.0	1.6	45.6
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	121	100.0	17.8	31.4	44.9	5.9	50.8
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	137	100.0	17.6	48.8	22.4	11.2	33.6
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	121	100.0	13.6	62.7	18.6	5.1	23.7
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 498)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	0.9%	Up from 0.2%	3.0%	2.7%
Attendance rate	96.1%	Up from 96.0%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		5.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		3.5%	3.5%
Eligible for gifted and talented	12.0%	Down from 15.6%	15.6%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.9%	Up from 5.4%	9.1%	8.2%
Older than usual for grade	0.4%	No change	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.2%	Down from 3.2%	0.0%	0.0%

Teachers (n= 41)				
Teachers with advanced degrees	56.1%	Up from 53.5%	52.2%	51.4%
Continuing contract teachers	73.2%	Up from 69.8%	90.2%	87.5%
Highly qualified teachers**	97.2%	N/A	94.4%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	77.9%	Up from 76.5%	88.5%	86.7%
Teacher attendance rate	93.9%	Down from 94.6%	95.0%	94.9%
Average teacher salary	\$36,918	Down 2.2%	\$40,915	\$40,760
Prof. development days/teacher	11.5 days	N/R	12.4 days	12.4 days

School				
Principal's years at school	9.0	Up from 8.0	5.0	4.0
Student-teacher ratio in core subjects	17.4 to 1	Up from 16.9 to 1	19.2 to 1	18.9 to 1
Prime instructional time	89.0%	Down from 89.7%	90.2%	90.0%
Dollars spent per pupil*	\$6,298	Up 7.6%	\$5,867	\$6,044
Percent of expenditures for teacher salaries*	69.3%	Up from 67.1%	65.8%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.4%	99.0%	99.0%
SACS accreditation	Yes	Up from No	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.7%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The students, faculty and staff of Wellford Elementary created many special memories in 2003-2004 as we celebrated our theme, "Once Upon a time at Wellford Elementary." Just as we all have favorite nursery rhymes and fairy tales from our childhoods, our students were able to experience new and exciting learning opportunities that someday they too will cherish.

We had several noteworthy achievements during the 2003-04 school year. First, our School of Promise Flagship status was renewed for our service to Wellford students and our community. Furthermore, Mrs. Amy Kinard, a first grade teacher, was selected as one of the five state finalists for the South Carolina "Teacher of the Year" award. Also, Mrs. Stephanie Seay, a kindergarten teacher, was named as the District Five Teacher of the year for our district and will represent District Five and Wellford in the state program. Congratulations to the entire Wellford family!

As you see in this report, our students performed well on the Palmetto Achievement Challenge Test (PACT) when compared to the state in the percentage of students meeting standard on the test. We expect to improve our performance in English/Language Arts, as we have just adopted our new Rigby reading series. We will continue to provide our students with a balanced approach to literacy while integrating our science and social studies standards throughout our curriculum. We are in the third year of our Everyday Math program and look forward to continued growth in math.

For students who score Below Basic, additional instruction is provided through our tutorial program before school, our after-school academic enrichment program, our four-week summer program and our SOAR to Success supplemental reading program.

We invite you to become actively involved in your child's educational experience at Wellford by volunteering, attending our parent breakfasts, PTA meetings and family activity nights. Only by working together can we best serve your child.

On behalf of our faculty and staff, we appreciate your support of Wellford Elementary, "Where Children Love to Learn."

Greg Wood - Principal Pat Geter - School Improvement Committee Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	30	107	86
Percent satisfied with learning environment	100.0%	99.1%	95.2%
Percent satisfied with social and physical environment	100.0%	93.4%	97.7%
Percent satisfied with home-school relations	86.7%	98.1%	85.7%

*Only students at the highest elementary school grade level at this school and their parents were included.